

PSY 0290 Guided Study in Current Issue
2008-09, 1st Term
Department of Psychology
The Chinese University of Hong Kong

1. Course Description: What is the course about?

This course provides first-year psychology major students a broad survey of the field of psychology. It also prepares students to excel in the university psychology curriculum. We aim to demonstrate the values and applications of psychology and to stimulate students to plan their professional career in psychology.

2. Learning Approach: How does the course help you learn about social psychology?

Invited speakers of both academics and practitioners in various fields of psychology will share their expertise and experience to stimulate student learning and thinking. Students will also engage in self-directed study through personal reflections and group projects to explore the current issues in psychology.

3. Prerequisites: What knowledge do you need before taking this course?

No prerequisites.

4. Contact Information of Teaching Members

| | | |
|------------------------|--------------------------------------|------------------------|
| Instructors: | | |
| Name: | Helene Fung | Winton Au |
| Office Location: | Sino Bldg. Room 358 | Sino Bldg. Room 335 |
| Telephone: | 2609-6464 | 2609-6652 |
| Email: | hhlfung@psy.cuhk.edu.hk | wintonau@cuhk.edu.hk |
| Teaching Time & Venue: | Monday 2:30pm to 4:15pm FYB LT4 | |
| Consultation Hours: | Mon 5-6pm or by appointment | Mon 11:30am to 12:30pm |

| Teaching Assistants: | | |
|-----------------------------|-------------------------|------------------------|
| Name: | Wang Wenna (王文娜) | Zhang Juan(张娟) |
| Office Location: | Sino Bldg. Room 345/348 | Sino Bldg. Room 348 |
| Telephone: | 2609-8143 / 6724 | 2609- 6724 |
| Email: | wnwang@psy.cuhk.edu.hk | jzhang@psy.cuhk.edu.hk |
| Consultation Hours: | Wed 3pm to 5pm | Wed 3pm to 5pm |

5. Course Content

| Topics | Contents |
|--|--|
| Introduction | A general introduction to the Department of Psychology, its vision, mission and values, and the Psychology Program learning goals. |
| Excelling in Psychology Study | Study skills, balancing work and leisure, stress management, time management are essential to surviving college life |
| Understanding Psychology as a Profession | Reflecting on how the coming years in the university shall be structured to prepare for a professional career in psychology |
| Surveying the Vast Areas of Psychology | Invited speakers share their expertise and experience in the various fields of psychology like clinical, counseling, educational, developmental, cognitive, cultural, social and organizational psychology |

6. Expected Learning Goals

| Learning Goals: |
|--|
| <ol style="list-style-type: none"> 1. Values in Psychology 2. Application of Psychology 3. Personal Development 4. Career Planning and Development |

7. Expected Learning Outcomes

| Learning Outcomes: Upon completion of this course, students are expected to: | Matching of learning goals: |
|--|--|
| 1. <u>Be familiar with and be able to appreciate the diverse fields of psychology</u> | <ul style="list-style-type: none"> √ LG 1 √ LG 2 √ LG 4 |
| 2. <u>Be familiar with various techniques and tools to help with surviving college life</u> | <ul style="list-style-type: none"> √ LG 3 √ LG 4 |

8. Learning Activities

| | Interactive Lecture | Student Presentation | Self-directed Study |
|---|--|--|--|
| Time per meeting | 2 hours in-class | 15 minutes in-class | 2 hours out-of-class |
| No. of sessions in total | 12 lectures | 1 group presentation | -- |
| Attendance | Optional | Mandatory | -- |
| Teaching Member(s) | Instructors and Invited Speakers | Students | Self-initiated by students |
| Matching with learning goals (LG) | <ul style="list-style-type: none"> √ LG 1 √ LG 2 √ LG 3 √ LG 4 | <ul style="list-style-type: none"> √ LG 2 √ LG 4 | <ul style="list-style-type: none"> √ LG 1 √ LG 2 √ LG 3 √ LG 4 |
| Matching with learning outcomes (LO) | <ul style="list-style-type: none"> √ LO 1 √ LO 2 | <ul style="list-style-type: none"> √ LO 2 | <ul style="list-style-type: none"> √ LO 1 √ LO 2 |

I. Interactive Lectures

- Instructors and invited speakers introduce their expert areas and share their professional development, research and work experiences
- Students share and discuss their reflections to clarify their understanding, cultivate their values and appreciate the different aspects of psychology

II. Student Presentation

- Students present their own understanding of one aspect of psychology regarding its values, professional training and application.
- As an informed audience, students lead the question and answer period after the guest speaker presentation to stimulate further discussion and sharing.

III. Self-directed Studies

- Students take responsibility to explore and understand different areas of psychology and to reflect upon their own university life and career planning.

9. Assessment Scheme

| Assessment Mode: | Matching of learning goals: | | | | |
|--|---|--|--|--|--|
| <p>Students will be assessed in the form of:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%;"> <p>1. Formative assessment (measures what you have learnt at different stages during the course)</p> </td> <td style="width: 50%;"> <p>√ Learning Goal 1 √ Learning Goal 2 √ Learning Goal 3 √ Learning Goal 4</p> </td> </tr> <tr> <td> <p>2. Authentic assessment (measures various abilities that you can apply to address real-life problems or fictional scenarios)</p> </td> <td> <p>√ Learning Goal 3 √ Learning Goal 4</p> </td> </tr> </table> | <p>1. Formative assessment (measures what you have learnt at different stages during the course)</p> | <p>√ Learning Goal 1 √ Learning Goal 2 √ Learning Goal 3 √ Learning Goal 4</p> | <p>2. Authentic assessment (measures various abilities that you can apply to address real-life problems or fictional scenarios)</p> | <p>√ Learning Goal 3 √ Learning Goal 4</p> | <p>Each assessment mode matches with the following learning goals:</p> |
| <p>1. Formative assessment (measures what you have learnt at different stages during the course)</p> | <p>√ Learning Goal 1 √ Learning Goal 2 √ Learning Goal 3 √ Learning Goal 4</p> | | | | |
| <p>2. Authentic assessment (measures various abilities that you can apply to address real-life problems or fictional scenarios)</p> | <p>√ Learning Goal 3 √ Learning Goal 4</p> | | | | |

| Assessment Scheme | Description | Weight | Matching with assessment mode (AS) |
|-------------------------|---|----------------------------------|------------------------------------|
| Blog | <p>As a weekly journal, students share their comments on the materials discussed in class</p> <p>Out of the 12 topics, students can choose to comment on any six topics</p> <p>No word limit.</p> <p>Will be graded on a 0/1/2 scale. A “2” will only be given to comments that show critical analysis or insightful thinking.</p> | 6 x 4% = 24% | <p>√ AM 1 √ AM 2</p> |
| Reflection Paper | <p>Three reflection papers on three topics:</p> <ol style="list-style-type: none"> 1. School life, psychology curriculum, or career prospect of school [4 pages; due October 6] 2. Knowledge, skills or attitudes learned in psychology as related to the Program Learning Goals [2 pages; due November 24] 3. The diverse field or any particular research area of psychology [4 pages; due December 1] | <p>24%</p> <p>12%</p> <p>24%</p> | <p>√ AM 1 √ AM 2</p> |

| | | | |
|---|---|--|---------------|
| Group Presentation and Question & Answer | <p>The class will be divided into six groups. Each group is responsible for one of the six areas of psychology:</p> <ul style="list-style-type: none"> •Clinical / health •Counseling •Educational / developmental •Cognitive •Social / cultural •Industrial-organizational <p>Before the guest speaker's presentation, do a 15-minute presentation on the current research topics within that area, its professional training, application, and career prospects.</p> <p>At the end of class, prepare questions and comments to respond to the guest speakers' presentation.</p> | <p>8% presentation</p> <p>4% Q&A</p> | <p>√ AM 2</p> |
| Peer Evaluation | <p>On a scale of 0 to 10, rate the contribution of each of your group members to the group project. Substantiate your rating with anonymous comments that help the ratee understand his or her performance, strengths and areas of improvement in teamwork.</p> | <p>4%</p> | <p>√ AM 2</p> |

10. Learning resources

Journal articles, book chapters, or online articles will be assigned by different invited speakers.

11. Course Updates

Moodle (<http://moodle.cuhk.edu.hk/>) will be adopted in this course for posting course notes, announcements, online Q&A, submitting on-line assignments, etc.

For students who are not familiar with the platform of Moodle, you are recommended to read the instructions and guidelines of how to use Moodle on <http://moodle.tokem.fi/mod/book/view.php?id=17149>

12. Feedback for evaluation

Students are welcome to give comments and feedback at any time during the class. Stop by to talk to the instructor or teaching assistants. You can also send us emails or post your comments on Moodle.

Around Week 5 of the course, we will ask you to give us comments and feedback through an open-ended questionnaire. Some questions will be like “things that you like and do not like about this course”, “suggestions on enhancing the course”, and etc.

13. Course schedule

| Week | Date | Topic |
|-------------|--------------|---|
| 1 | September 01 | Introduction by Prof. Fanny Cheung, Chairperson, Department of Psychology, CUHK |
| 2 | September 08 | APA learning goals; Research ethics |
| 3 | September 15 | Public holiday – The day following Chinese Mid-Autumn Festival |
| 4 | September 22 | Clinical, Community and Health Psychology |
| 5 | September 29 | Psychology as a Profession |
| 6 | October 06 | Surviving college life |
| 7 | October 13 | Counseling Psychology |
| 8 | October 20 | Educational Psychology |
| 9 | October 27 | Industrial Organizational Psychology |
| 10 | November 03 | Stress-management workshop |
| 11 | November 10 | Social Psychology |
| 12 | November 17 | Cognitive Psychology |
| 13 | November 24 | Reflection on learning in the psychology curriculum |

14. Academic honesty and plagiarism

The University places very high importance on honesty in academic work, and has a policy of zero tolerance on plagiarism. Guidelines on academic honesty are on the website on "Honesty in Academic Work: A Guide for Students and Teachers" <http://www.cuhk.edu.hk/policy/academichonesty/>.

Guideline about plagiarism

Any assignment (i.e., project, essay, or paper) that shows evidence of plagiarism will be marked down severely. In simple terms, plagiarism is copying passages and/or ideas from other sources without referencing those sources. Moreover, when you report someone else's ideas/findings you must put it in your own words and not merely copy full sentences or parts of sentences from the source article. It is your responsibility as a scholar-in-training to cite the ideas and work of others correctly. Please visit the following websites for discussions of how to recognize and avoid plagiarism.

<http://ec.hku.hk/plagiarism/introduction.htm>
<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>
<http://www.hamilton.edu/writing/style/plagiarism/plagiarism.html>

If you commit plagiarism in an assignment, and it is your first offence in the course, the penalty will range from a minimum of a single letter grade reduction in score on the assignment to a maximum of failure on the assignment. A second offence within the same course will result in a minimum penalty of a single letter grade reduction in the course grade to a maximum penalty of course failure. The specific penalty applied is up to the discretion of the professor. In all cases of plagiarism, the student's name will be recorded in a central database maintained by the general office. If a student is referred for plagiarism in more than one course, or more than one instance in the same course, the student's case will be forwarded to the university administration for follow-up action.

Detecting plagiarism

The Senate Committee on Teaching and Learning requires that all student assignments in undergraduate programmes should be submitted via CUPIDE (the Chinese University Plagiarism IDentification Engine System). Obviously, this policy will only apply to assignments in the form of a computer-generated document that is principally text-based (i.e., excluding calculations in science, brief laboratory reports, drawings in fine arts and architecture, etc.).

- Each student must upload a soft copy of the completed assignment to the plagiarism detection engine CUPIDE, at the URL: <http://cupide.cse.cuhk.edu.hk/student>
- The system will issue a receipt which also contains a declaration of honesty, which is the same as that in <http://www.cuhk.edu.hk/policy/academichonesty/p09.htm>
- The declaration should be signed, and the receipt stapled to a hard copy of the assignment, which should be handed in before the assignment due date.
- Assignments without the receipt will not be graded by teachers.

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Plagiarism Statement

I promise that all assignments submitted to this course across the entire semester will be original except for source material explicitly acknowledged. I also acknowledge that I am aware of University policy and regulations on honesty in academic work, and of the disciplinary guidelines and procedures applicable to breaches of such policy and regulations as contained in the website <http://www.cuhk.edu.hk/policy/academichonesty/>.

Signature

Date

Name

Student ID

PSY 0290
Course code

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Course Title